

THE HISTORICAL DEVELOPMENT OF HOYT MIDDLE SCHOOL IN  
DES MOINES, IOWA IN TERMS OF  
CURRICULUM PROGRAMMING

An abstract of a Field Report by  
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The problem. The problem was to trace and analyze the development of Hoyt Middle School since it first opened in the 1972-73 school year. The development of such a school is significant to traditional educators because it is a change from the traditional junior high to a middle school organization. This change in organization could provide a more meaningful program for the pre-adolescent.

Procedure. Problem solving was to be accomplished through the identification of the purposes for the development of Hoyt and then show how through the planning, design and implementation stages these purposes were achieved or not achieved.

Conclusions. The identification of the purposes for Hoyt Middle School are identified in this field report. The evaluation process that was initiated by the Hoyt staff indicates that some of these purposes were achieved and others were not achieved. Hoyt Middle School dealt with: setting up guidelines, writing a philosophy, stating team goals and implementing them, determining initial organizational plans and modifying them. These activities were achieved but they were limited in scope. There is a need to increase the emphasis on evaluation of team and individual performance, and to include follow-up activities which are directed toward improving instruction where the evaluation indicates a need. A plan was set up for the evaluation of cognitive development in the basic skills. However, the evaluation plan does not cover the student progress in the affective domain, other than personal opinion.

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A Field Report  
Presented to  
The School of Graduate Studies  
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In Partial Fulfillment  
of the Requirements for the Degree  
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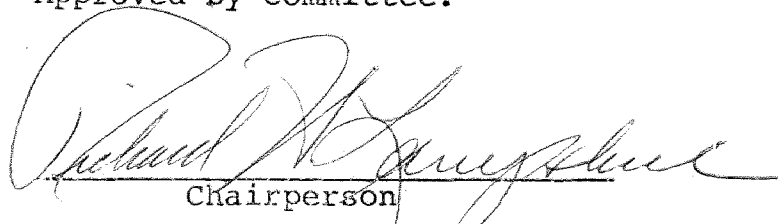
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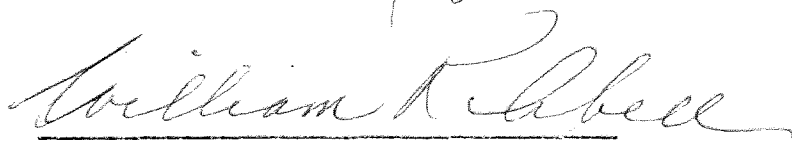
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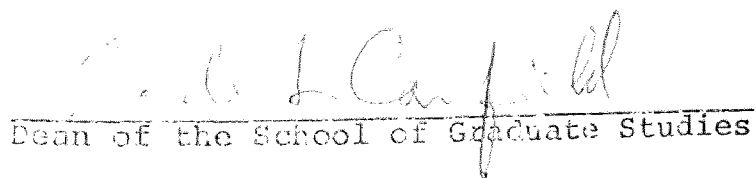
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## Chapter 1

### INTRODUCTION

School organization and its effect on students and the learning process have been discussed for many years. Since the beginning of the nineteenth century American education recognized the need for a new type of school designed specifically for adolescent youth. The purposes and intentions of the junior high program in the early 1900's were very similar to those of the current middle schools. If the junior highs had achieved their goals, there would be no need for reorganization except for the fact of earlier maturation of students.

Perhaps the one thing that characterizes the middle school movement is a hope that it will accomplish the purposes and intentions the junior high schools have not. Middle schools present the educator with many possibilities for the creation of new programs for pre-adolescents. By studying the characteristics and needs of the children in this unique age group and by initiating new approaches to curriculum development, the middle school potential could be realized.

### THE CURRICULUM PROCESS

The curriculum process begins with an identification of objectives. Therefore, curriculum may be defined as all

the learning experiences provided the learner under the guidelines and direction of the school through which the school expects to achieve the objectives.<sup>1</sup>

#### SIGNIFICANCE OF THE PROBLEM

The problem is significant to traditional educators because it is a change from the traditional junior high to a middle school organization. Hoyt School was developed with the belief that a change in the organization or structure could provide a more meaningful program for the pre-adolescent.

#### LIMITATION OF THE STUDY

The study was confined to the Hoyt Middle School curriculum program since it first opened in the 1972-73 school year. The study will identify the purposes for the development of Hoyt and then show how through the planning, design, and implementation stages these purposes were achieved or not achieved. The study will not attempt to evaluate the quality of the program.

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<sup>1</sup>Charles Galloway, "The Future of Curriculum Developments and the Teacher," Curriculum in a Changing World (New York: Syracuse University Press, 1969).

## PLAN OF PRESENTATION

The remainder of the report will consist of a chapter devoted to a review of related literature in the areas of the philosophy and learning theory supportive of the concept of the middle school and the organizational patterns of middle schools.

A chapter devoted to the Hoyt Middle School curriculum programming will identify the purposes for the development of Hoyt and then show how through the planning, design, and implementation stages these purposes were achieved or not achieved.

The final chapter will include a restatement of the problem, a resume of the related literature, and the author will present a conclusion, which will include an assessment of the achievement or failure to achieve the stated goals.



## Chapter 2

### REVIEW OF RELATED LITERATURE

For the most part, the intentions and purposes of the founders of the junior high programs formed early in the century were similar to those of the current middle schools. They wanted to establish an institution to provide a program specifically designed to bridge the gap between the elementary and the high school itself, and, by its design, drew the upper years of the elementary program into its academic orbit.

Traditionally, the 12-15 year-old student group has been considered the seventh, eighth, and ninth levels of junior high school. However, the junior high failed in its intent because it was a junior high school. It still had the Carnegie units (the Carnegie unit system is a controlling factor in that it restricts flexibility in ninth grade), the specialization and departmentalization and the rigid schedule.<sup>1</sup> The teachers were not specifically trained to work with that particular age group and there was little articulation between the three levels of school.

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<sup>1</sup>Phillip J. Berrie, "The Middle School," (Des Moines, Iowa: State Department of Public Instruction, Educational Media Section, January, 1974).

Havighurst,<sup>1</sup> Mead,<sup>2</sup> and Wattenburg<sup>3</sup> agree that present-day society is producing a child that reaches earlier social, physical and emotional maturity. Bauer concurred in these analyses when he commented that, "today's adolescent is on the average slightly taller and enjoys better nutrition. He is also physically healthier, perhaps more intelligent and certainly more sophisticated."<sup>4</sup> (Maturity is defined, in part, as a biological product.) Maturity is also the product of learning; it is only through training, discipline and experience that a persons' psychological potentials can be put to use.<sup>5</sup> This earlier onset of maturity at puberty and the need to eliminate crowded conditions in the other schools were the two main

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<sup>1</sup>Robert J. Havighurst, "Lost Innocence: Modern Junior High School Youth," The Bulletin, National Association of Secondary School Principals, 49 (April, 1965), 23.

<sup>2</sup>Margaret Mead, "Early Adolescence in the United States," The Bulletin, National Association of Secondary School Principals, 49 (April, 1965), 5.

<sup>3</sup>William W. Wattenburg, "The Junior High School--A Psychologist's View," The Bulletin, National Association of Secondary School Principals, 49 (April, 1965), 34.

<sup>4</sup>Francis Bauer, "Causes of Conflict," The Bulletin, National Association of Secondary School Principals, 49 (April, 1965), 15-18.

<sup>5</sup>Arthur J. Jersild, The Psychology of Adolescence (New York: The MacMillan Company, 1966), p. 399.

reasons that middle schools were formed. Thus, the middle school concept is one of a program of schooling that parallels a period of social, emotional and physical development as well as intellectual growth occurring among 10-14 year olds.

It is that three to four year period that children especially need schooling that brings them to a better understanding of themselves and their own self worth and potential. As Havighurst pointed out, three of the major development tasks of the pre-adolescents are: (1) Organizing one's knowledge of social and physical reality, (2) learning to work well in peer groups, and (3) becoming an independent person.<sup>1</sup> It seems only fitting then that the middle school was organized one or two grades lower than the junior high. The middle school concept is one for between-agers, not tied to grades or even ages and certainly not to standard content and organization of grades and units.

In a study by Cuff, he defined middle schools as a grouping together of sixth and seventh grades; not extending above grade eight, not below grade four.<sup>2</sup> A survey reported

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<sup>1</sup>R. J. Havighurst, "The Middle School Child in Contemporary Society," Theory Into Practice, 7 (June, 1968), 120-122.

<sup>2</sup>William A. Cuff, "Middle Schools on the March," The Bulletin, National Association of Secondary School Principals, 51 (February, 1967), 82-86.

by Mellinger and Rackauskas in 1970 indicates that of the 1696 middle schools in operation 78.6 percent were organized on a 5-6-7 or 6-7-8 pattern, and 3.4 percent on a 4-8 pattern, 7.7 percent were 7-8, 2 percent were 5-9, and 8.2 percent indicated some other kind of plan.<sup>1</sup> The states with the largest number of middle schools were California, Texas, Ohio, Michigan, Illinois, and New Jersey (see Table 1).

The Dacus study, which was an attempt to determine differences between students in the fifth, sixth, seventh, eighth, ninth and tenth grades, concluded that there were fewer differences between sixth and seventh graders and ninth and tenth graders than between any other grade combinations.<sup>2</sup> This would strongly suggest a 6-8 grade organization pattern for the education of middle schools. In a report by Theodore C. Moss, he feels because of the earlier onset of puberty, 11 year olds (sixth graders) may find the middle school a social and educational advantage; however, 10 year olds still want to please adults and resemble children more than adolescents; therefore, elementary school educators should definitely question moving them to a unit

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<sup>1</sup>Morris Mellinger and John A. Rackauskas, "The Middle School in Illinois," Illinois Schools Journal, 51 (Spring, 1971), 32-39.

<sup>2</sup>Wilfred P. Dacus, "A Study of Organizational Structures of the Junior High School as Measured by Social Maturity, Emotional Maturity and Opposite Sex Choice" (doctoral dissertation, University of Houston, 1963).

Table 1

Distribution of Middle Schools\*  
1967-68 and 1969-70

State	Number of Middle Schools	
	1967-68	1969-70
Alabama	15	26
Alaska	0	7
Arizona	14	2**
Arkansas	4	15
California	131	151
Colorado	4	27
Connecticut	25	46
Delaware	2	11
District of Columbia	0	0
Florida	10	54
Georgia	24	29
Hawaii	0	1
Idaho	0	9
Illinois	142	201
Indiana	21	53
Iowa	3	24
Kansas	0	16
Kentucky	4	40
Louisiana	2	57
Maine	3	56
Maryland	13	35
Massachusetts	10	79
Michigan	97	151
Minnesota	1	1**
Mississippi	3	19
Missouri	5	20
Montana	0	0
Nebraska	3	3
Nevada	0	0
New Hampshire	0	22
New Jersey	91	110
New Mexico	7	16
New York	92	141
North Carolina	8	74
North Dakota	1	2

\*Schools having at least three grades but not more than five grades and including grades 6 and 7.

\*\*Information incomplete.

Table 1 (continued)

State	Number of Middle Schools	
	1967-68	1969-70
Ohio	3	150
Oklahoma	0	2
Oregon	30	36
Pennsylvania	25	112
Rhode Island	3	12
South Carolina	6	17
South Dakota	1	7
Tennessee	3	1**
Texas	252	303
Utah	0	5
Vermont	0	1
Virginia	0	65
Washington	22	34
West Virginia	0	13
Wisconsin	21	37
Wyoming	0	5
Totals	1,101	2,298

\*\*Information incomplete.

Source: Ronald P. Kealy, "The Middle School Movement, 1960-1970," National Elementary Principal, November, 1971, p. 23.

supposedly existing for early adolescents.<sup>1</sup> The ultimate purpose of any grade organization is to have the best possible teaching-learning situation. A school grade should be placed where the needs of the largest portion of pupils assigned to it are best served. That is why the program is the most distinguishing feature of the middle school. The entire program is based on the overall development of the between-ager; thus, it facilitates frequent physical activity and offers many opportunities for movement.

While middle schools do not promote unrestricted freedom, regulations are held to a minimum. The school as a whole is permeated by an open and democratic atmosphere to help students achieve patterns of independence and develop working, valuing processes. This "freedom to learn" atmosphere is further facilitated by the architectural design of the building. Open spaces, and centrally located learning materials, foster personnel interaction and adaptability to meet future needs. Structural flexibility with demountable walls or moveable and operable partitions are favored. Learning or resource centers where pupils may obtain materials, engage in study projects, listen to recordings and view videotapes, motion pictures and filmstrips are also a part of the overall plant design. There

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<sup>1</sup>Theodore C. Moss, "The Middle School Comes - And Takes Another Grade or Two," National Elementary Principal, 48 (February, 1969), 37-41.

should also be separate rooms and learning spaces enclosed with immovable walls and space arrangements for independent study. Controlled thermal, acoustical, and visual environments (carpeting, air conditioning, central climate control and planned color schemes) are all included in the middle school plant design package.

There are "some proponents of the middle school who feel that a middle school and new physical facility are synonymous"; however, even in older buildings the removal of walls and flexibility in furniture arrangements can promote a feeling of freedom.<sup>1</sup> It is more of an attitude than it is of bricks and mortar. Versatility in the use of space to achieve flexibility offers the greatest promise of meeting the ever-changing demands of education.

Students in the middle school are at an age of boundless energy and that energy must be released through movement and the removal of physical restrictions.

It seems to be a consensus of opinion that the staffing of a middle school may well be the key to the success or failure of the middle school concept. It is possible to derive from related literature some information about what the staff roles should be and what expectations are that should be attached to them. With regard to

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<sup>1</sup>"Innovations in Education, Middle School Accountability," Educational Leadership, November, 1972, pp. 171-174.



teachers and their relationships to students, it is said they should function as "supporters" to learning. The teacher should "support" not merely "teach". Therefore it is important that the middle school be staffed with special learning resource personnel skilled in the use of retrieval procedures and capable of teaching these skills to pupils and other teachers. There needs to be competent and professionally qualified reading, art, music, and physical education specialists; also a guidance specialist to coordinate and direct total guidance programs of the school; and paraprofessions, including teacher aides, clerical aides, technicians, and intern teachers. There needs to be a school social worker skilled in case work techniques and family education that can act as a liaison between the school and other social agencies. Other personnel might include an activities director to administer and guide the pupil interest activity program and a school psychologist who can administer diagnostic tests to pupils who are referred by guidance counselors.

Most middle schools conduct teacher workshops or in-service programs before the opening of the school year to help orient the staff to the philosophy; its aims, goals, and objectives. Determine what should be done, ascertain what is being done, evaluate and set priorities.

One outstanding feature of the middle school is

supposedly the cooperative spirit among the staff.<sup>1</sup> Team teaching and large group instruction are two ways middle schools make use of facilitating flexibility and improving the quality of instruction.<sup>2</sup> Team teaching in its most general terms is several teachers in a unit cooperating to plan and operate the programs of instruction, guidance, and counseling of a group of students. Because the teacher-team is designed to work together in understanding a particular child's problem, to relate to him in specific situations and ponder over his problems, the student is likely to have more than one source of affection and attention. Through a home base, advisory, block of time or other arrangement each child has at least one adult in the school he can confide in and go to for information and assistance regarding his objectives and progress in school.<sup>3</sup> Teacher-pupil personal relationships facilitate two-way communication and are essential in providing an atmosphere that supports the

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<sup>1</sup>J. A. Bronell and H. Taylor, "Theoretical Perspectives and Team Teaching," Phi Delta Kappan, XLIII (January, 1962).

<sup>2</sup>"The Middle School, A Five State Survey," Clearing House, November, 1972, pp. 162-166.

<sup>3</sup>Donald Eichorn, "Middle School Organization: A New Dimension," Theory Into Practice, 7 (June, 1968), 111-113.

middle school pupil's development.<sup>1</sup> Individualized instruction, diagnostic teaching, self-directed learning and learner-centered evaluation are some of the channels of teacher-pupil communication.<sup>2</sup>

Recognizing that the starting point of all education must be the personal needs of the student, it makes little sense then to match students against group norms which are themselves meaningless. And it does no good and much harm to expect each student to achieve at least minimal skill levels when those standards are established without regard to the learner himself.<sup>3</sup> Educators need to provide a curriculum which meets the personal needs of the student as well as prepare them for useful and productive lives.

Some characteristics of the middle school curriculum might be:

1. To allow students to be free as possible to come and go, to have a choice in what courses they might take, to study or not to study.

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<sup>1</sup>M. Ann Grooms, "The Middle School and Other Innovations," The Bulletin, National Association of Secondary School Principals, 51 (May, 1967), 158-160.

<sup>2</sup>William M. Alexander, "A Survey of Organizational Patterns of Recognized Middle Schools," U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Project 7-D-026 (Gainesville, Florida: University of Florida, 1968).

<sup>3</sup>Carl L. Midjaas, "The Middle School: An Opportunity for Humanized Education," The Bulletin, National Association of Secondary School Principals, 8 (May, 1970), 12.

2. To put more emphasis on how to approach problems rather than memorizing isolated facts.
3. To evaluate learner achievement in ways other than comparing one student to another. Grading would be in a pass-fail arrangement, SNU plan, behavioral objective measures, or by multiple-grading.
4. To place students in multi-age groups. This way a student could move quickly in areas for which he shows aptitude and more slowly in areas in which he encounters difficulty.
5. To promote the development of healthy relationships between other students and teachers, encouraging the social development while helping each student better understand his own needs.
6. To provide wide opportunities for exploration. To develop new interest and hobbies. To develop a new skill or to ferret out facts. To work on special projects just because it is something the student likes to do.
7. To allow adequate opportunities for recreation breaks and physical activity. To take field trips which the students themselves help plan.

In other words, the educational curriculum should be to help the middle school achieve a personalized instructional pattern to help students eventuate as members of society. In addition, it should help the student understand himself, his

role in life, his responsibilities to others in society, and to understand the importance of continued education.

Middle schools, by their design, have no requirements that demand a rigid scheduling system such as the traditional one-hour class period. In fact, modular scheduling, the provision for team periods, the offering of mini-courses and periods of independent study and courses that do not meet every day of the week, all make a regular schedule nearly impossible. However, language arts, mathematics, physical education, science and social studies are constants with a scattering of electives. Music, art, home economics and industrial arts are also required in most programs.

It might be noted that middle schools are exempt from the curriculum restrictions. The law provides for just two levels: elementary and secondary. A new law would be required to create a third division. Districts now are required to describe planned courses, the statement of objectives to be achieved, the content to be used to attain objectives, the expected levels of achievement and the procedures for evaluation.<sup>1</sup>

Another corrective area of the middle school has

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<sup>1</sup>Robert W. Geisinger, Reasons for Developing Middle Schools in Pennsylvania and the Implemented Characteristics (Harrisburg, Pennsylvania: State Department of Education, Bureau of Educational Research, 1971), p. 68.

been de-emphasizing the sophisticated activities that are commonly found in the junior high school such as school dances, marching bands, and interscholastic athletics. The program of activities in the middle school is based on the personal development of the student rather than the enhancement of the school's prestige.

A middle school is truly a school for growing up, and therefore student-centered; the responsibility for orientation rests with the middle school, not the elementary school. The varying growth characteristics of children, transients and adolescents ought to be the basis for the school organizational patterns. Each unit then can take the child from where he is and guide and orient him to where he should be. The typical elementary school is a dead option. Junior high is too inflexible--the Middle School is a remarkable compromise!<sup>1</sup>

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<sup>1</sup>Moss, pp. 37-41.

### Chapter 3

#### HISTORICAL DEVELOPMENT OF HOYT MIDDLE SCHOOL

The material presented in this chapter traces the development of Hoyt Middle School in terms of curriculum programming. This chapter will identify the purposes for the development of Hoyt and then show how through the planning, design, and implementation stages these purposes were achieved or not achieved.

Hoyt Elementary School existed prior to its modification and designation as Hoyt Middle School. It contained ten classrooms, administrative and custodial offices. At the time Hoyt Elementary was constructed, the board of education intended that it be converted to a junior high at a later date.

The Committee to Develop Educational Specifications for Hoyt consisted of students, teachers, parents, and administrators, and they met for the first time on January 6, 1970.<sup>1</sup> The Committee's purpose was to delegate space allocations for the various departments. The Committee received space reports from the various sub-committees which they consolidated and presented in two open meetings to which the public was invited.

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<sup>1</sup>Committee of Students, Parents, Teachers, and Administrators, Educational Specifications for Hoyt Middle School, A report submitted April, 1970.

The involvement of the community in the planning of Hoyt Middle School has entered its second phase by introducing the interested parents to the concepts and functions of a steering committee, its sub-committees and their several areas of interest.

Mr. Webb, Principal-elect, Dr. Klahn, Director of Secondary Education, and other administrative personnel met with the P.T.A. Presidents January 6, 1972, to lay plans for an organizational meeting.<sup>1</sup> Notices of the organizational meeting with an invitational questionnaire requesting names and addresses, willingness to participate, and anticipation of attendance were sent to all parents. The response was good. Many questionnaires were returned and the meeting was well attended.

The organizational meeting was held January 18, 1972, at which time the steering committee was elected representing McKee Elementary, Hoyt, and Douglas Elementary parents. The open space concept of school organization was presented in line with the educational specifications which had been drawn up by committees of patrons and professionals in the earlier phases of planning.

The Hoyt steering committee made a decision to support the following boundaries and class enrollments for the new Hoyt Middle School for the next three years. This

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<sup>1</sup>Interim report of the Steering Committee, Hoyt Middle School, January, 1972.



recommendation was presented and approved by the Des Moines School Board in 1972:

1. The boundaries between Douglas and McKee will not be changed.
2. Douglas and McKee will each enroll all kindergarten through fifth grade students within their own boundaries.
3. All sixth graders through junior high students in the Douglas and McKee districts will go to Hoyt in the following manner:

1972-1973 - sixth and seventh grades

1973-1974 - sixth, seventh and eighth grades.

1974-1975 - sixth, seventh, eighth, and ninth grades.<sup>1</sup>

The following philosophy and concept of Hoyt Middle School was developed by the Hoyt staff during the summer of 1972:

Hoyt Middle School shall provide an informal, congenial, trusting, and option-filled environment for learning. The staff working as a team shall listen, encourage, and guide as the student pursues a variety of learning alternatives consistent with his own learning style, interest, requirements, and attitudes which allow him to achieve and experience success. The primary objectives are to develop the mastery of basic skills, an awareness of society and the world of work, a realistic

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<sup>1</sup>Interim report of the Steering Committee.

understanding of self, and an appreciation of the worthiness of each individual. To obtain the primary objectives, we must strive for physically and mentally healthy students and provide a healthful physical environment and staff. The school shall be a resource for the community to serve the reciprocal needs of a wide variety of age and interest groups.

At Hoyt Middle School, some of the prime requisites for the selection of faculty have been: the teacher must be willing to change to an open, informal, ungraded, flexible learning environment; the teacher must possess a similar educational philosophy as members of the team; and the teacher must be highly skilled in a specific discipline and philosophically disposed toward the child-centered approach to instruction.

The Hoyt program is currently organized by differentiated staffing which is composed of four coordinators, 32 teachers, a librarian, and 13 teacher associates. There are four teams of teachers which are: Language Arts/Social Studies, Math/Science, Fine/Applied Arts, and Health/Physical Education/Recreation. The organizational structure is diagrammed in Appendix A.

In the 1976-77 school year there were 650 students enrolled at Hoyt from grades six through nine. These students are divided into three groups with members from each grade level in each group. Each group of students will spend an 80 minute block of time with each team. The eight teachers on each team are then responsible for the division of students assigned to their team. The students are with

the same group of students for the entire school year. The team of teachers has the flexibility to regroup the students assigned to the team as the need arises. The 1973-74 block schedule is diagrammed in Appendix B.

In a school like Hoyt, where the lessons in many areas are individualized and there is a program of continuous progress, the idea of failure is not acceptable.

If a student has difficulty with the lessons assigned, the teacher tries to discover the cause and adjust the instruction accordingly. Or if the problem is not with the instructional level of the lessons but rather some emotional or social problem which the student is experiencing, the teacher asks for parent assistance to solve the problem.

The Hoyt staff supports the idea that during the four years a student is at Hoyt every effort will be made to help students progress as far and as fast as they can go. With continuous progress, students do not repeat courses, they start each year at the level they reached the end of the preceding year. Failure is not part of a continuous program.

In order to illustrate this point, the following information will summarize the curriculum for each team for the 1976-77 school year.

The language arts and social studies are paired in order to use social studies and literary contents as vehicles for teaching basic and developmental skills. The

staff consists of four social studies teachers, four language arts teachers and three associates. The curriculum revolves around a four-year cycle of content. The teaching of skills is based on continuous progress and effort is made to individualize instruction in order to meet many of the special needs of students.

Each teacher is responsible for language arts, social studies, and skill instruction. The entire team plans the general concepts and objectives for the year. The learning areas include a skill lab for more intense individual skill work, an enrichment lab for developmental and research skills, independent study areas for individual work on teacher designed projects and enrichment activities, and several open classrooms for group instruction. Some time is set aside for silent sustained reading, large group presentations of speakers and films, discussion groups, and teacher-student conferences.

Every year, each student is given a standardized reading test to determine his vocabulary and comprehension achievements. The results of this test is compared with an oral reading test which is administered annually in order to monitor academic progress. Each student is assigned a color code based on his reading achievement. The color serves as a success guide in the selection of reading materials. For purposes of organization and record keeping, each student is assigned a base unit teacher, who, in turn, receives

evaluations from other staff members, confers with the student, and writes the nine week progress reports.

The Fine/Applied Arts team consists of regular courses that meet four days per week and exploratory courses that meet every other day. The sixth and seventh grade regular courses are listed as follows: art; general music; chorus; and band. The exploratory courses are: clothing; food; radio and electronics; general shop; and business. Students may take four out of five exploratory courses during their sixth and seventh grade years.

The regular courses for eighth and ninth graders are the following: consumer education; career exploration; world of manufacturing; general business; and typing. The exploratory courses are: graphic arts; exploratory art; exploratory music; band; and chorus. Students may take four out of the five exploratory courses offered during their eighth and ninth grade years.

Math and science are taught daily and by each teacher on the team. The math students are placed by the use of a test given at the end of the preceding year. Achievement and mastery on this test determine the placement of the student. The course descriptions in math are as follows:

Individualized Mathematics System(IMS)--the students work on basic math skills. Students are self-paced and teacher directed. Additional seminars are held to strengthen areas such as division and fractions.

Exploratory Math--the students, after a review of the basic skills, work extensively on decimals, fractions and percentages. Some abstract thought and number processes are explored.

Exploratory II Math--this class is designed primarily to help students apply basic math skills to everyday life. The activities encourage students to develop skills in logical thinking.

Algebra I--this class is a study of the language of mathematics, the properties of numbers, and the methods of solving complex mathematical problems.

Geometry--a study of the logic of mathematics using the traditional concepts of two and three dimensional space.

Algebra II--a study of the tools used to solve complex mathematical problems.

The math and science team had earlier decided on a four-year cycle science curriculum so that each year would include an emphasis on a different science area: life, earth, environmental, and physical science. Students in all four grade levels were randomly mixed into eight cell groups (a heterogeneous grouping based on grade in school, sex, and ability-level) and eight scope groups (a more homogeneous grouping based on the students' reading levels).

The Health/Physical Education/Recreation (H/P/R) team curriculum is a combination of physical education, health and related career education areas. The H/P/R team

consists of 14 staff members: seven teachers; five teacher associates; one nurse; and one media specialist.

The Physical Education classes are co-educational. The sixth and seventh graders meet for 40 minute class periods on alternate days. The eighth and ninth graders can elect to have physical education four periods a week or one period a week. The curriculum offers 30 percent movement and rhythm skills, 40 percent team oriented activities and games, and 30 percent individual skills activities and games.

The communication media classes in the H/P/R team offer activities to assist in the mastery of communication skills and arts. The emphasis is on journalism and dramatics. The publication of the school newspaper and the yearbook, as well as dramatic presentations are also incorporated in the communication media curriculum.

Health is a required class. The sixth graders meet alternate days in a general health program. The seventh graders meet daily and are in the Berkeley Health Project, specifically the brain and all related systems. The eighth and ninth graders meet one day a week in a general health curriculum.

Hospitality recreation is a career education class for all the sixth and seventh graders meeting on alternate days. Hospitality recreation deals specifically with those careers directly related to skills needed in areas of

hospitality and recreation.

The group guidance classes are based on a values clarification curriculum dealing with choices and consequences. The guidance classes meet on alternate days for the sixth and seventh graders.

Leisure reading and media skills classes are offered to all sixth and seventh graders and is directed by the media specialist.

Health, Physical Education, and Recreation classes comprise one fourth of the students' school day. The curriculum is designed with a high emphasis on social development and individual exploration in varied subject areas.

These teams set aside a time each year for evaluation of team operation and self-evaluation of teacher performance. These were important activities but limited in scope. There is a need to increase the emphasis on evaluation of team and individual performance and should include follow-up activities, which are directed toward improving instruction where the evaluation indicates a need.

Appendix C illustrates the guideline by which the Language Arts/Social Studies team evaluates team progress toward team goals for the 1976-77 school year.

The Hoyt philosophy stated that one of the primary objectives was to develop the mastery of basic skills. There is some evidence to show student progress in basic skills.



Since Hoyt opened in the fall of 1972, the students were given a standardized test in social studies four times. The test was given once in the spring and once in the fall each year from 1972 through 1974. This test was the Social Studies (Form 3A) of the Sequential Tests of Educational Progress, Series II published by Educational Testing Service, Princeton, New Jersey.

This test contained 50 items, timed for 45 minutes. The test was given to help evaluate progress in the social studies area for the following reasons:

1. The test evaluates skill in organizing, interpreting and evaluating information.
2. The content for the test is based on major social studies concepts.
3. The standardized norms, established in 1970, are based on a representative sample of students at all educational levels. In fact, 3,138 students were tested to establish the norms for seventh grade.

The test was an appropriate choice because it tested the skills and concepts being taught at Hoyt and had been standardized recently. It was also the product of a company with a good reputation in the testing field.

Even though each group tested demonstrated consistent gain each year, each group was still below grade level when compared to standardized norms.

The social studies section of the Sequential Tests

of Educational Progress (STEP) has also been given to the students for three years. Hoyt students show consistent progress each year in social studies skill. However, they are still below grade level according to the standardized norms.

Another test that was used to evaluate cognitive development of students in basic schools was the Gates-MacGinitie Standardized Reading Test (GMSR). The GMSR tests were given to Hoyt students over a three-year period from 1972 through 1975. The ninth graders in 1974-75, over a three-year period on the GMSR test, scored: (1) in vocabulary, an eight month average yearly gain; and (2) in comprehension, a six month average yearly gain.

The eighth graders in 1974-75, over a three year period, scored: (1) in vocabulary, a nine month average yearly gain; and (2) in comprehension, a seven month average yearly gain.

The seventh graders in 1974-75, over a two year period, scored: (1) in vocabulary, a ten month average yearly gain; and (2) in comprehension, a 9.5 month average yearly gain.

The sixth graders in 1974-75 scored: (1) in vocabulary, a 14 month gain; and (2) in comprehension, a ten month gain.

In May, 1976, 130 questionnaires about Hoyt Middle School were sent to a representative sample of parents.

Ninety questionnaires were returned. The responses are reported by percentages on the questionnaire. The total percentages may not equal 100 due to discrepancies in parent response and errors in tabulation. The parent questionnaire is shown in Appendix D.

Generally, the responses are positive. Positive responses to 13 out of 15 items were recorded at levels from 70 to 89 percent. To five of the items, 81 to 89 percent of the parents responded positively. The two items receiving the highest positive response were (1) the Health/Physical Education/Recreation classes are helping my child learn about how to keep himself in good physical and mental health (89%) and (2) my child likes to go to school (86%).

The two items receiving the lowest positive response were (1) I am satisfied with the progress my child is making at school (69%) and (2) the report card tells me what I want to know about the progress my child is making (61%).

Representative comments from the parents in the open-ended item (No. 16) are listed below:

1. "Discipline" needs to be improved.
2. The noise level is too high for students to work in.
3. Monitors are needed in the halls to reduce the pushing and harassing of students.

Generally, the parent response to these questions indicated their satisfaction with the Hoyt program. However,

none of the items rated a 90 percent or above positive response.

A student survey was also conducted as part of the overall evaluation of the Hoyt program. Twenty percent of the Hoyt ninth grade class of 1974-75 was surveyed to get their reaction about their three years at Hoyt after one year in high school. This questionnaire was developed by the counseling staff at Hoyt, East High School and Tech High School in Des Moines. It was administered in May, 1976, to 37 ex-Hoyt students who were in tenth grade. These students were chosen by taking the 1974-75 ninth grade list and selecting every seventh student to fill out the questionnaire.

The questions related to the subject matter, the teaching staff, the availability of materials, the general atmosphere at Hoyt, student activities, problems that students perceived, grades and student feelings about Hoyt. A typical statement used was, "How would you describe your effort at Hoyt last year? A) worked very hard, B) worked fairly hard, C) little effort, D) no effort." The response to this item was A-3, B-30, C-4, and D-0. Another item asked was, "I would recommend Hoyt for other students." Thirty-five said yes and two said no. Thus, the overall results were positive.

## Chapter 4

### SUMMARY AND CONCLUSIONS

The problem was to trace and analyze the development of Hoyt Middle School since it first opened in the 1972-73 school year. The development of such a school is significant to traditional educators because it is a change from the traditional junior high to a middle school organization. Hoyt school was developed with the belief that a change in the organization or structure could provide a more meaningful program for the pre-adolescent.

Problem solving was confined to the study of Hoyt Middle school curriculum programming since its inception. The study identified the purposes for the development of Hoyt and showed how through the planning, design, and implementation stages these purposes were achieved or not achieved. The study did not attempt to evaluate the quality of the program.

Much has been written in the literature about the middle school concept--a concept which is viewed differently by many different writers. However, there seem to be two fundamental elements involved in the middle school concept--grade-level organization and program characteristics. Middle school proponents agree that if either element were missing, the school would not be a "Middle" school.

It has become an accepted fact that today's children

are maturing at a much faster rate than they did at the turn of the century. The pre-adolescent transitional stage for both boys and girls coincides more closely with a six through eight grade-level organization than with the traditional seven through nine junior high school. It was for this reason initially that middle schools were advocated and organized one grade level lower than the junior high.

The success of middle schools has not yet been fully attested to except by administrator and teacher opinions. The research that has been completed does not, for the most part, deal with the children but with the program.

Alexander,<sup>1</sup> in a study conducted in 1968, found that the aims generally stated for middle schools were not reflected in the curriculum plan and instructional organization of the schools. The programs, as a rule, were comparable to those of the predecessor junior highs. He did find, however, that there were indications of a movement toward middle schools which do differ from prevailing junior highs, e.g., evidence of variable scheduling, independent and exploratory study arrangements, team teaching, and plans for future modifications.

For a new school program, such as Hoyt's, one of the

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<sup>1</sup>William Alexander et al., The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968).

necessary components is evaluation. Other established schools are not always required to evaluate their programs, new schools are usually expected to "prove themselves." Newness and the element of change sometimes produces fear, doubt, and apprehension. To alleviate such doubt in the minds of parents, students, and teachers, evaluation plans are usually built into any new school program.

Some of the components that have been dealt with at Hoyt are: setting up guidelines, writing a philosophy, stating curricular goals and implementing them, determining initial organizational plans and modifying them as a result of experience and new ideas. However, the evaluation component, as it relates to the educational program, is incomplete.

A plan was set up for evaluating cognitive development of students in the basic skills. This initial plan was followed and there is evidence to show student progress in basic skills. The evaluation plan, however, does not cover an important aspect of the Hoyt program, namely the student progress in the affective domain.

The Hoyt philosophy indicates a desire for an informal, congenial, option filled, individual program. It also says each student should develop positive self-attitudes, and positive attitudes toward peers, teachers, school and community. There is a definite need to engage in activities that focus on the affective areas and evaluations to give

some evidence concerning whether or not students are moving toward these affective goals.

The emphasis of evaluation at Hoyt has been directed toward the immediate needs of organization, curriculum, and team structure. The Hoyt program has been concerned with the "what and when" questions. Now it is time to look closely, to evaluate the "why and how", to consider the quality and effectiveness of the school's plans and activities, particularly in the affective area.



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## APPENDICES

## APPENDIX A

### DIFFERENTIATED STAFFING AT HOYT

<p>Instructional Improvement Committee (Composed of team leaders and coordinators)</p>	<p>Executive Coordinator (Total program responsibility)          Administrative Coordinator (Staff development)          Coordinator for Instruction (Curriculum development)          Coordinator of Pupil Services (Counseling and Special Services)          Coordinator of Community Services (Ed. &amp; Rec. Comm. Program)</p>
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<p><u>Language Arts/Social Studies</u></p> <p><u>Team Leader</u></p> <p><u>Teachers</u></p> <p><u>Teacher Assoc.</u></p> <p><u>Student Teacher</u></p>	<p><u>Math/ Science</u></p> <p><u>Team Leader</u></p> <p><u>Teachers</u></p> <p><u>Teacher Assoc.</u></p> <p><u>Student Teacher</u></p>	<p><u>Fine/Applied Arts</u></p> <p><u>Team Leader</u></p> <p><u>Teachers</u></p> <p><u>Teacher Assoc.</u></p> <p><u>Student Teacher</u></p>	<p><u>Health/P.E./Recreation</u></p> <p><u>Team Leader</u></p> <p><u>Teachers</u></p> <p><u>Teacher Assoc.</u></p> <p><u>Student Teacher</u></p> <p><u>Nurse</u></p>
<p><u>Secretary</u></p> <p><u>Clerk</u></p> <p><u>Co-op Students</u></p> <p><u>Volunteers</u></p>	<p><u>Media Center Associate</u></p> <p><u>IMC (Instructional Materials Center)</u></p> <p><u>LA/SS Resource Center</u></p> <p><u>M/S Resource Center</u></p>	<p><u>Custodial Staff</u></p> <p><u>Police Liaison</u></p> <p><u>Psychologist</u></p> <p><u>Social Worker</u></p>	

1973-74 BLOCK SCHEDULE  
HOYT MIDDLE SCHOOL

## BLOCK

1	Planning HUG activity Contracts	Rubys	Emeralds	Sapphires
2	Sapphires	Emeralds	Planning HUG activity Lunch duty	Rubys
3	Emeralds	Sapphires	Rubys	Planning HUG activity Lunch duty
4	Rubys	Planning HUG activity Contracts	Sapphires	Emeralds

Language Arts/Social S.

Math/Science

Fine/Applied Arts

Health/P.E./Recreation

## APPENDIX C

## HOYT MIDDLE SCHOOL

## End of Year Evaluation of Progress Toward Team Goals

Team LA/SS Date \_\_\_\_\_

Recorder \_\_\_\_\_

I. In relation to each of the team goals for this year record the following information:

- 1) Was the goal reached?
- 2) Give samples of evidence used as a basis for your answer.

Complete this evaluation during (or before) the in-service time scheduled for it. Each team leader should file a copy and give a copy to Carol Evans.

The teachers working as a team will:

Goal 1: Continue following the discipline policy established this year. Perhaps streamlining will be necessary.

Goal 2: Try to be more sensitive to student's needs and explore community agencies, improve parent contact, work more with in-school personnel and be more alert to new ways to deal with student problems.

Goal 3: Prepare a letter which contains a preview of each unit that will be sent home with students. This will be prepared by the unit leader and will contain general student responsibilities for each unit.

Goal 4: The base unit teacher will have an integral role in skill diagnosis and prescription.



Goal 5: Reviewing new materials according to specialties of member and reporting the possible uses to the entire team.

Goal 6: We will continue to look for ways to improve cooperative planning in order to draw on each members strengths.

Goal 7: To develop a program for gifted and multi-talented students in our discipline.

## APPENDIX D

## PARENT QUESTIONNAIRE

Child's grade level 6 7 8 9 Sex M F  
(Circle answer)

(Check appropriate column)

	Yes	No	Don't know
1. Do you feel that Hoyt Middle School is providing adequate instruction in basic reading skills?	78%	10%	7%
2. Do you feel that Hoyt is providing adequate instruction in basic math skills?	81%	16%	3%
3. I think that my child is getting an adequate education in the area of science.	83%	10%	2%
4. It is my feeling that the instruction in the area of social studies (history, geography) is adequate.	78%	7%	9%
5. It is my feeling that the career education classes (like business, consumer education, world of construction and the exploratory classes) are benefitting my child.	77%	11%	15%
6. It seems that the art and music classes are helping my child develop his creative talents.	72%	14%	13%
7. I feel that the health and physical education classes are helping my child learn about how to keep himself in good physical and mental health.	89%	3%	6%

	Yes	No	Don't know
8. I think that Hoyt Middle School seems to be helping my child feel good about himself.	76%	8%	17%
9. My child is experiencing success at school.	78%	13%	8%
10. My child likes to go to school.	86%	11%	1%
11. My child likes his teachers.	83%	10%	8%
12. The school staff provides help when my child is in need or in trouble.	76%	11%	15%
13. The school seems to be good environment for learning.	71%	17%	11%
14. I am satisfied with the progress my child is making at school.	69%	31%	
15. The report card tells me what I want to know about the progress my child is making.	61%	34%	6%
16. I would like to see Hoyt School improve, change, add to, modify its program by:			
1.			
2.			
3.			